

## **COCOPAH TRIBE REGIONAL PARTNERSHIP COUNCIL**

### **FUNDING PLAN**

**July 1, 2009 – June 30, 2012**

#### **OVERVIEW OF THE THREE YEAR STRATEGIC DIRECTION**

The Cocopah Tribe Regional Partnership Council began its strategic planning process in July 2008. As a first step, the Regional Partnership Council conducted data collection and reviewed the needs and assets of the region, taking into consideration the regional needs and assets report, input from community members, and leadership from the Tribe. From this review the Regional Council identified the priority needs to be addressed by First Things First.

#### **I. Regional Needs and Assets**

The Cocopah Tribe Regional Partnership Council region is comprised of 95 percent Native American residents who reside on one of the three reservations (East, West and North) that make up the region. The region lies in the southwest corner of Arizona bordering Mexico. According to population estimates, 60 children ages birth to five live in the region, and a large number of those children are likely to be living in poverty conditions, as the median annual income for a household in the region is less than the Federal Poverty Level for a family of four.

Although all pregnant women in the region receive some sort of prenatal care before giving birth, less than one third of those women are receiving prenatal care during the first trimester of their pregnancy. The rate of women who begin prenatal care in the first trimester for all other Native American mothers residing on tribal lands in Arizona is more than double the rate than in the Cocopah Tribe region.

A priority area of interest of the region that was identified by the Cocopah Tribe Regional Partnership Council is the need for family support and parent education for parents of young children and grandparents raising grandchildren. By having access to the right information, parents can be empowered and able to advocate for the services needed for their infants, toddlers and young children to better prepare them to enter kindergarten ready to succeed. The Head Start Survey 2007 and Community Survey 2008 showed parents' request for parenting skills trainings in several areas. The Regional Council identified barriers for families to access parenting classes; the most predominate barrier is the time of day that classes are offered, and another barrier is the topic of the classes.

The Needs & Assets identified issues with the location of services available to the region. The IHS clinic and services are located on the Fort Yuma Reservation (35) miles from the Cocopah reservation. There is especially a need for programs and services for children younger than 3 years of age. The Cocopah Tribe Head Start and Day Care programs serve children ages 3 and up; the WIC program is only available to families (1) day a week. Resources and services available to parents with children birth to three are

lacking. The Regional Council identified that many times a parent only has access to a service or class after a problem has occurred, and the Regional Council has made it a priority to make preventative and educational supports available to families in the region.

The region has a Head Start center that serves 20 children, and one child care center that currently serves 2 children that are under the age of five. There are no licensed in-home child care providers in the region, and there are no licensed providers serving the population of children less than three years of age. The Regional Council sees education and professional development as a priority in allowing the community access to quality child care choices.

The Cocopah Tribe Regional Partnership Council has prioritized the following needs to address over the next three years:

1. Parent education and support that is culturally sensitive and specific to the families' needs.
2. Parenting skills training and education related to specific issues such as extended family dynamics, grandparents raising grandchildren, teen pregnancy and parenting, newborn care and development, family literacy, and child behavior and discipline.
3. Support, education and development for family caregivers.
4. Educational and professional development for the early childhood education staff to provide high quality care and education.
5. Knowledge and information about the importance of early childhood development and health.
6. Outreach, communication and coordination of services for young children and families.
7. Community awareness, education and support for early childhood development, education and health.

## II. Prioritized Goals and Key Measures

The Cocopah Tribe Regional Partnership Council has prioritized the First Things First Goals and Key Measures as follows:

**NEED:** Parent education and support that is culturally sensitive and specific to the families' needs.

**Goal:** (#11) Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

**Goal:** (#7) Advocate for timely and adequate services for children identified through early screening.

### Key Measures:

1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being
3. Ratio of children referred and found eligible for early intervention

**NEED:** Parenting skills training and education related to specific issues such as extended family dynamics, grandparents raising grandchildren, teen pregnancy and parenting, newborn care and development, family literacy and child behavior and discipline.

**Goal:** (#11) Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

**Goal:** (#12) Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

**Key Measures:**

1. Percentage of families of children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being

**NEED:** Support, education and development for family caregivers.

**Goal:** (#11) Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

**Goal:** (#8) Build a skilled and well prepared early childhood development workforce.

**Goal:** (#1) Improve access to quality early care and education programs and settings.

**Goal:** (#12) Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

**Key Measures:**

1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being

**NEED:** Educational and professional development for the early childhood education staff to provide high quality care and education.

**Goal:** (#8) Build a skilled and well prepared early childhood development workforce.

**Key Measures:**

1. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree
2. Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development

**NEED:** Knowledge and information about the importance of early childhood development and health.

**Goal: (#15)** Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

**Key Measures:**

1. Percentage of Arizonans who report that early childhood development and health issues are important
2. Percentage of Arizonans who identify themselves as strong supporters of early childhood and health matters

**NEED: Outreach, communication and coordination of services for young children and families.**

**Goal: (#11)** Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

**Goal: (#15)** Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

**Goal: (#12)** Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

**Key Measures:**

1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
2. Total number and percentage of public and private partners who report that FTF planning process and activities use family centered practices (i.e. connects families with community resources)

**NEED: Community awareness, education and support for early childhood development, education and health.**

**Goal: (#15)** Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

**Goal: (#11)** Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

**Key Measures:**

1. Percentage of Arizonans who report that early childhood development and health issues are important
2. Total number and percentage of public and private partners who report that FTF planning processes and activities use family centered practices (i.e. connects families with community resources)

### III. Strategy Selection

The foundational strategic planning of the Regional Partnership Council included the 2008 Needs and Assets Assessment and community input provided via the Community Survey 2008. The Regional Partnership Council has focused on developing complete strategies that will address the multiple needs and be fitting for the culture, community and families. The Regional Partnership Council pulled together a comprehensive strategic plan for the region, and is committed to finding the necessary resources to carry them out.

The following strategies have been identified to address the goals and key measures and are as follows:

| Need  | FTF Goals  | FTF Key Measures  | Strategy/Service Numbers   |
|---|--|---|--|
| Parent education and support that is culturally sensitive and specific to the families' needs.  | <p>Goal #11: Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p> <p>Goal #7: Advocate for timely and adequate services for children identified through early screening.</p>  | <ol style="list-style-type: none"> <li>1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</li> <li>2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being</li> <li>3. Ratio of children referred and found eligible for early intervention</li> </ol> | <p>Provide support for parents of children birth to five with education and support through the Baby FACE (Family and Child Education) home visiting model.</p> <p>Service Numbers: 7</p>      |
| Parenting skills training and education related to specific issues such as extended family dynamics, grandparents raising grandchildren, teen pregnancy and parenting newborn care and development, family literacy, and child behavior and discipline. | <p>Goal #11: Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p> <p>Goal #12: Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.</p> | <ol style="list-style-type: none"> <li>1. Percentage of families of children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being</li> </ol>  | <p>Provide effective parent education and family support for parents of children birth to five with a focus on specific issues as identified by the community.</p> <p>Service Numbers: 120</p> |

Cocopah Tribe Regional Partnership Council  
REGIONAL COUNCIL 2010 Allocation: \$19,391

| Need   | FTF Goals   | FTF Key Measures   | Strategy/Service Numbers  |
|--|---|--|---|
| Support, education and development for family caregivers.  | <p>Goal #11: Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p> <p>Goal #8: Build a skilled and well prepared early childhood development workforce.</p> <p>Goal #1: Improve access to quality early care and education programs and settings.</p> <p>Goal #12: Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.</p> | <ol style="list-style-type: none"> <li>1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</li> <li>2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being</li> </ol> | <p>Provide family support and increase the quality of in-home family care providers in the region by providing funding for onsite family child care consultation.</p> <p>Service Numbers: 5</p>   |
| Educational and professional development for the early childhood education staff to provide high quality care and education. | <p>Goal #8: Build a skilled and well prepared early childhood development workforce.</p>  | <ol style="list-style-type: none"> <li>1. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree</li> <li>2. Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development</li> </ol>                                     | <p>Provide opportunities to increase the skills of the early childhood education staff to improve the quality of the early childhood setting. Expand access to T.E.A.C.H. Arizona throughout the region by funding an additional scholarship in the region. T.E.A.C.H. stands for Teacher Education and Compensation Helps. The program serves early childhood education professionals already employed in early childhood education programs.</p> <p>Service Numbers : 1</p> |

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| Need  | FTF Goals   | FTF Key Measures  | Strategy/Service Numbers  |
|---|---|---|---|
| Knowledge and information about the importance of early childhood development and health.         | Goal #15: Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.   | <ol style="list-style-type: none"> <li>1. Percentage of Arizonans who report that early childhood development and health issues are important</li> <li>2. Percentage of Arizonans who identify themselves as strong supporters of early childhood and health matters</li> </ol>   | Participate in a cross-regional advocacy campaign. Educate and mobilize the public around a call to action to raise early childhood development and health as a top priority and increase investment and policy that supports young children.<br>Service Numbers: TBD |
| Outreach, communication and coordination of services for young children and families.             | <p>Goal #11: Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p> <p>Goal #15: Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.</p> <p>Goal #12: Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.</p> | <ol style="list-style-type: none"> <li>1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</li> <li>2. Total number and percentage of public and private partners who report that FTF planning process and activities use family centered practices (i.e. connects families with community resources)</li> </ol> | Provide outreach, enrollment and child development information to parents of young children in the region by partnering with an established and well-attended event in the community.<br><br>Service Numbers: 150   |
| Community awareness, education and support for early childhood development, education and health. | <p>Goal #15: Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.</p> <p>Goal #11: Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p>   | <ol style="list-style-type: none"> <li>1. Percentage of Arizonans who report that early childhood development and health issues are important</li> <li>2. Total number and percentage of public and private partners who report that FTF planning processes and activities use family centered practices (i.e. connects families with community resources)</li> </ol>   | Increase public awareness of early childhood issues and importance by printing information about early childhood development and making it available in various community news outlets.<br><br>Service Numbers: 12  |

## Strategy Worksheets

**Strategy #1:** Provide support for parents of children birth to five with education and support through the Baby FACE (Family and Child Education) home visiting model.

Monitor infant and child development through home visitation and parent education using the Baby FACE (Family and Child Education) program's Parents As Teachers Born to Learn® Curriculum. The program includes such benefits as:

- Early detection of developmental delay;
- Parent education on child development;
- Family support and connection with community resources;
- Home visitation;
- Information and developmental checklists provided to parents, case workers, child care providers, and health staff working with families in the region.

The primary goal of home visiting services is to promote effective parenting. It is a service strategy used to bring services to families that may be geographically or socially isolated. When delivered well, home visiting services convey great respect for families because they indicate that the service system is coming to the family rather than the other way around.

### Strategy Characteristics

- The In-home visitor, trained in child development, makes regular, scheduled visits to homes with expectant families, families with infants, or with young children, and answers questions, provides information and resources, assist parents in their parenting and developmental screening.
- Work in partnership with Indian Health Services, Yuma Regional Medical Center, Tribal Departments and services to help families' access appropriate tribal and/or community resources.
- The In-home visitor would provide follow through with screenings and referrals.
- Guide parents in using a developmental checklist (i.e. Ages & Stages) and in voicing their concerns and advocating for their child. Provide referrals when a developmental delay is recognized.
- Parent educator conducts regular group meetings for all parents participating in the program; provide an opportunity for families to meet and share issues around parenting and the community.



The FACE home visitation program has demonstrated success in working with Native American families and better preparing children for kindergarten. According to the Bureau of Indian Education FACE Impact Study Report, the impacts of the FACE program include:

1. Early identification of children with special needs

- Approximately 25% of children who participated in FACE were identified for early childhood special education services prior to kindergarten entry, compared with 14% of children who had not participated in FACE.

2. Reduced need for special education services with children enter school

- Children in early childhood special education who did not participate in FACE are twice as likely (30%) to have Individual Education Plans (IEP) at school entry than are children who participated in the FACE program (14%).

3. Support for parents to promote language acquisition, literacy and school readiness for their children

- 90% of FACE children who live in households where only English is spoken enter school able to express themselves clearly through competent use of language, compared to only 75% of children who did not participate in FACE.
- Children born to mothers with less than a high school education are more frequently assessed by their teachers as having “below average” preparation for kindergarten. However, this relationship does not hold for children with low education mothers who participated in the FACE program. FACE mothers with low education levels overcome the detrimental effects of their low education on their child’s school readiness through the benefits gained by their participation in the FACE program.

4. Increased parent involvement and family literacy

- Reading to a preschool child promotes language acquisition and correlates with literacy and school readiness. Parents, who participate in FACE for more years read to their child, tell stories to their child, talk with or read to their child in their Native language, and listen to their child read significantly more frequently than do parents who participate in FACE for fewer years. Both participation in FACE and intensity of participation are related to increased levels of home literacy activity.
- Two-thirds of parents who participated in FACE read to and tell stories to their now school-aged child almost daily.
- Over the course of a school year, kindergartners who participated in FACE read or look at books an additional seven more hours than do their non-FACE peers.

5. Children are prepared for school as compared to national data

- Nationally, two-thirds of kindergartners recognize and name letters of the alphabet, while 43% of Native American children do so. However, 50% of the Native American children who

|   |   |   |   |
|---|---|---|---|
| participate in the FACE program are able to recognize and name letters of the alphabet at kindergarten entry.   |   |   |   |
| <p><b>Lead Goal: (#11)</b> Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p> <p><b>Goal: (#7)</b> Advocate for timely and adequate services for children identified through early screening.</p>  |   |   |   |
| <p><b>Key Measures:</b></p> <ul style="list-style-type: none"> <li>Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</li> <li>Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being.</li> <li>Ratio of children referred and found eligible for early intervention</li> </ul>   |   |   |   |
| <p><b>Target Population (Description of the population to reach):</b></p> <p>Expectant families and parents/caregivers with infants and children under the age of five. The birth rate for the Cocopah Regional Area is seven babies per year, with a current estimated population of 60 children birth through five years. Many of those 60 children are siblings, and services will be delivered per family, not per child. The proposed service number is seven families to account for those families that will seek these services and those families with multiple children within the birth to five age range.</p> |   |   |   |
| <b>Proposed Service Numbers</b>   | <b>SFY2010</b><br><br>July 1, 2009 -<br>June 30, 2010 | <b>SFY2011</b><br><br>July 1, 2010 –<br>June 30, 2011 | <b>SFY2012</b><br><br>July 1, 2011 -<br>June 30, 2012 |
|   | 7   | 7   | 7   |
| <p><b>Performance Measures 2009-2011</b></p> <ul style="list-style-type: none"> <li>Number of children screened/ Proposed service number</li> <li>Number of families that reported satisfaction with the provided family support/ Service</li> </ul>  |   |   |   |

|  |                 |
|--|-----------------|
| number <ul style="list-style-type: none"> <li>Number of family visits conducted/ Service number</li> </ul>   |                 |
| <ul style="list-style-type: none"> <li>How is this strategy building on the service network that currently exists:<br/>Currently the Head Start program provides home visits to families of enrolled children to support the family in their child's educational attainment. This strategy could offer additional opportunities for dialogue and collaboration between the home visitation support staff and Head Start staff to support each other and optimize the families' participation within the home visitation program. Additionally, the local school district has a preschool program for children with special needs which provides an opportunity for networking in the event that a family is in need of such services.</li> </ul> |                 |
| <ul style="list-style-type: none"> <li>What are the opportunities for collaboration and alignment:<br/>Work in partnership with other programs and departments providing services to parents.<br/>Provide continued support by helping families to link with the local school district.</li> </ul>   |                 |
| <b>SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this strategy)</b>  |                 |
| Population-based Allocation for proposed strategy  | \$13,791        |
| <b>Budget Justification:</b>   |                 |
| Start up costs (Supplies, Training and Affiliation fees) .....   | \$2,443         |
| Outreach and Promotion .....   | \$500           |
| Screening Instrument and Training Cost .....   | \$348           |
| Program Implementation (7 families @ 1,500 per family) .....   | \$10,500        |
| <b>Total .....</b>   | <b>\$13,791</b> |

**Strategy #2:** Provide effective parent education and family support for parents of children birth to five with a focus on specific issues as identified by the community.

This strategy will be accomplished by providing a parenting skills trainer to enhance the program and provide opportunities for classes during extended hours (evenings and weekends) focusing on classes dealing with specific issues, as the community identified in the 2008 Cocopah Community Survey conducted by the Regional Partnership Council. For example, the community and Regional Council identified early literacy, teen pregnancy and parenting, newborn care and development, and child behavior and discipline. The parenting skills trainer will:

- Support parents of children birth to five by providing effective parent education and family support with a focus on early literacy.

- Offer group parenting classes focusing on specific issues: young parents, families with multiple young children, grandparents raising grandchildren, extended family.

Studies have found consistent positive effects of parent education on different aspects of parenting such as parenting approaches, attitudes, and childrearing philosophy. Parent education can potentially impact child outcomes by providing an enhanced home environment that reinforces cognitive stimulation and increased use of language.

**Lead Goal:** (#11) Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

|  |  |  |  |
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| <b>Goal: (#12)</b> Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.  |  |  |  |
| <b>Key Measures:</b> <ul style="list-style-type: none"> <li>Percentage of families of children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being</li> </ul>   |  |  |  |
| <b>Target Population (Description of the population to reach):</b><br><br>All parents, grandparents, and caregivers of children birth to five in the region.   |  |  |  |
| <b>Proposed Service Numbers</b>  | <b>SFY2010</b><br><br>July 1, 2009 - June 30, 2010                         | <b>SFY2011</b><br><br>July 1, 2010 – June 30, 2011 | <b>SFY2012</b><br><br>July 1, 2011 - June 30, 2012 |
|  | 120<br><br>(5-10 parents participating in each class; 12 classes per year) | 120  | 120  |
| <b>Performance Measures 2009-2011</b> <ul style="list-style-type: none"> <li>Number of classes provided in addition to Tribal program/ Proposed target</li> <li>Number of parent participants/ Proposed target</li> <li>Number of families that report increased knowledge of best practices in parenting/ Proposed target</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>How is this strategy building on the service network that currently exists:<br/>Parenting classes are currently offered through the Cocopah Tribe Social Services department, and the Regional Partnership Council seeks to enhance those services to be able to reach more parents and families and to address the specific issues identified by the community.</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>What are the opportunities for collaboration and alignment:<br/>The parenting skills training will be provided in collaboration with the Cocopah Indian Tribe's current parent aide program.</li> </ul>   |  |  |  |
| <b>SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this</b>  |  |  |  |

|  |         |
|--|---------|
| <b>strategy)</b>   |         |
| Population-based Allocation for proposed strategy  | \$1,500 |
| <b>Budget Justification:</b>   |         |
| Contracted Parent Trainer (1 class per month @ \$75) ..... \$900                                 |         |
| Class materials (\$50 budget per class) ..... \$600  |         |
| Outreach and Promotional materials will be budgeted through the requested discretionary funding. |         |
| Total ..... <b>\$1,500</b>   |         |

**Strategy #3:** Provide family support and increase the quality of in-home family care providers in the region by providing funding for onsite family child care consultation.

The region has no licensed or regulated in-home care providers. Many children are now being cared for by family, friends, and neighbors in home settings. Family, friend, and neighbor care is also known as “kith and kin” care or “informal care,” and that is the only option in the region for families with children under age 3. The Regional Council has identified the need to provide support and development for family care providers.

A Family Child Care Consultant would provide education and training to improve children’s health, safety and quality of interactions with the caregivers and increase early identification of health or developmental concerns. The Family Child Care Consultant would also provide early childhood training and support in ways that will: a) enhance the quality of care for young children who are in these settings and b) improve their school readiness. The curriculum will be a strengths-based approach to be

developed based on community needs and participant recommendation and will include safety, brain development, social-emotional developmental needs, positive guidance and discipline, nutrition, parent/caregiver relationships, language and literacy, appropriate learning activities, culture, and health and sanitary practices.

**Job Description for Family Child Care Consultants:**

- Identify in-home caregivers of young children (birth- age 5) in the regional area
- Establish an understanding of the program and a professional and supportive relationship with the caregivers
- Provide assistance, coaching, mentoring, and support to in-home caregivers
- Create carefully planned, developmentally appropriate programs specific to each caregiver
- Provide information and referrals for community agencies that could respond to the caregiver's and/or children's needs
- Equip caregivers to be effective in promoting a safe environment for appropriate learning and development to help these young children enter school ready to learn

**Requirements:**

- Bachelor's degree in early childhood related field with experience in home-based child care
- Experience supporting adult learners
- Ability to travel through the Cocopah Indian Reservation
- Areas of expertise in infant, toddler and preschooler development
- Knowledge (or the ability to gain knowledge) of resources and services available to the community
- Familiarity and experience with families in the regional area

**Lead Goal: (#11)** Coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

**Goal: (#8)** Build a skilled and well prepared early childhood development workforce.

**Goal: (#1)** Improve access to quality early care and education programs and settings.

**Goal: (#12)** Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

**Key Measures:**

- Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
- Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being

**Target Population (Description of the population to reach):**

The target population is caregivers of children birth to five in the region. This strategy targets those

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|---|--|--|--|
| children under the age of five who are not enrolled in Head Start. The Cocopah Head Start serves 20 children out of the 60 in the regional area. National statistics show that 2/3 of children are cared for outside of their home. The Regional Council can assume that, in addition to those children in Head Start, another 20 children are being cared for by someone other than their parents during the day.  |  |  |  |
| Proposed Service Numbers  | SFY2010<br><br>July 1, 2009 -<br>June 30, 2010 | SFY2011<br><br>July 1, 2010 –<br><br>June 30, 2011 | SFY2012<br><br>July 1, 2011 -<br><br>June 30, 2012 |
|   | 5  | 5  | 5  |
| Performance Measures 2009-2011  |  |  |  |
| <ul style="list-style-type: none"><li>Number of identified improvements/ Strategic target</li><li>Percent of parents who report improved quality of care/ Strategic target</li></ul>  |  |  |  |
| <ul style="list-style-type: none"><li>How is this strategy building on the service network that currently exists:<br/>There are a number of training opportunities in early childhood education offered in the community through various resources including Child and Family Resources, the local school district, and other early childhood education programs. This strategy can enhance those opportunities by providing culturally sensitive support in the home of the caregiver.</li></ul> |  |  |  |
| <ul style="list-style-type: none"><li>What are the opportunities for collaboration and alignment:<br/>This strategy offers the opportunity for linking participating family child care providers to existing community resources that can provide further support.</li></ul>  |  |  |  |
| SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this strategy)  |  |  |  |
| Population-based Allocation for proposed strategy   |  | \$4,100  |  |
| Budget Justification:   |  |  |  |
| The statewide allocation for child care health consultation allows for 10 consultants working with those programs participating in <i>Quality First!</i> , which means that none of the family care providers in the Cocopah Regional Area will receive services through the state-funded consultants, as they do not meet the requirements to participate in the QIRS program.   |  |  |  |
| The Cocopah Regional Partnership Council has designated funds to support one part-time child care consultants to serve 5 in-home early care providers in the region.  |  |  |  |
| Child Care Consultant (10 hours/month @ \$20/hour-contracted rate) ..... \$2,400  |  |  |  |
| Supplies and Training Materials (\$340/ home) .....\$1,700  |  |  |  |
| (The Regional Council will identify community-based resources to support the safety and quality improvement needs of the home, i.e. child safety locks, fix chipping paint, books, safe play equipment,   |  |  |  |



trash cans with lids for proper diaper disposal, etc.)

Outreach and Promotional materials will be budgeted through the requested discretionary funding.

Total ..... **\$4,100**

**Strategy #4:** Provide opportunities to increase the skills of the early childhood education staff to improve the quality of the early childhood setting.

Research indicates that a caregiver's education and training directly impact the developmental outcomes of the children in their care. The Regional Council has developed a strategy to ensure scholarship opportunities are available for early childhood educators. The Regional Council will expand access to T.E.A.C.H. Arizona by funding an additional scholarship in the region.

The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project awards

scholarships to those in the early child care workforce to complete coursework in early childhood education and to increase their compensation.

In 1990, the Child Care Services Association created the project to address the issues of under-education, poor compensation, and high turnover within the early childhood workforce. The project is an umbrella for a variety of different scholarship programs for teachers, directors, and family child care providers working in regulated child care programs in North Carolina and other States across the country. All T.E.A.C.H. scholarships link continuing education with increased compensation and require that recipients and their sponsoring child care programs share in the cost.

T.E.A.C.H. funding can cover coursework, such as: tuition, fees, materials and supplies associated with the course and the course activities; access, such as: travel costs, the students' own child care costs, substitute staffing; and academic support, such as: study and class preparation time, tutorial services and advisement.

Arizona is working with Child Care Services Association and the T.E.A.C.H. Early Childhood Technical Assistance Center to design a T.E.A.C.H. model that addresses our workforce needs.

T.E.A.C.H. Arizona will be initially available to registered child care centers and family child care homes participating in *Quality First!*, Arizona's Quality Improvement Rating System.

4 Elements of the scholarship program:

- **Scholarship** - The scholarship usually covers partial costs for tuition and books or assessment fees. Many scholarships require that the recipient receive paid release time and a travel stipend.
- **Education** - In return for receiving a scholarship, each participant must complete a certain amount of education, usually in the form of college coursework, during a prescribed contract period.
- **Compensation** - At the end of their contract, after completing their educational requirement, participants are eligible to receive increased compensation in the form of a bonus (ranging from \$100 to \$700) or a raise (4% or 5%).
- **Commitment** - Participants then must honor their commitment to stay in their child care program or the field for six months to a year.

The scholarship would require a contract between the recipient, the Regional Council and T.E.A.C.H. The contract would additionally cover the following guidelines:

#### **ELIGIBILITY**

1. Complete and submit all necessary college/university documentations by the deadline date for that program.
2. Complete and submit the scholarship application by deadline date.
3. Possess proof of acceptance into an accredited, public college.
4. Apply with the Free Application for Federal Student Aid (FAFSA) each year.
5. Provide proof of Early Childhood Education course enrollment.

#### ACADEMIC & CREDIT REQUIREMENTS

1. All continuing students are required to submit an official grade transcript after each academic semester/term. If a student does not meet this requirement, funding will be suspended until an official grade transcript has been received by the Regional Partnership Council.
2. Students are expected to obtain no less than a 2.00 grade point average per academic semester/term.
3. All students are expected to complete the number of credits for which they were funded.
4. Student is required to fulfill all necessary courses to ascertain a college/university program degree. Funding maybe denied for non-required courses.

The student would commit to serving the early childhood educational needs in the regional area for at least one year upon completion of their degree program.

**Lead Goal: (#8)** Build a skilled and well prepared early childhood development workforce.

#### Key Measures:

- Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree
- Total number and percentage of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development

#### Target Population (Description of the population to reach):

Statewide funding has been allocated to pay for T.E.A.C.H. for up to two staff members at each center enrolled in *Quality First!* The Cocopah Tribe Region has two regulated centers, and was allocated one slot for a center to participate in *Quality First!* The Regional Council has identified a strategy of funding one additional T.E.A.C.H. scholarship for the center that is not able to participate in *Quality First!*

| Proposed Service Numbers | SFY2010<br>July 1, 2009 -<br>June 30, 2010 | SFY2011<br>July 1, 2010 –<br>June 30, 2011 | SFY2012<br>July 1, 2011 -<br>June 30, 2012 |
|--------------------------|--|--|--|
|                          | 1  | 1  | 1  |

#### Performance Measures 2009-2011

- # of professionals pursuing a degree in early childhood education/ proposed service #
- # of degreed professionals in early childhood education/ actual service #

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• How is this strategy building on the service network that currently exists:<br/>This strategy will build on the statewide T.E.A.C.H. program to improve the quality of early care and education in the region.<br/>The statewide <i>Quality First!</i> initiative will fund 1 center in the region, providing an average of two T.E.A.C.H. scholarships to professionals working in that center. Additional funding to support expansion of T.E.A.C.H. will provide scholarships for an additional professional.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• What are the opportunities for collaboration and alignment:<br/>The T.E.A.C.H. program will provide the system infrastructure to implement this strategy including an administrative home, payment system, model agreements with colleges/universities, and evaluation. The Regional Council will partner with the T.E.A.C.H. administrative home to provide financing for additional scholarships that meet the specific needs of the region.</li> </ul>   |   |
| <b>SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this strategy)</b>  |   |
| Population-based Allocation for proposed strategy  | \$0<br><br>Discretionary funding: \$2,100 |
| <b>Budget Justification:</b>   |   |
| T.E.A.C.H. scholarship .....   | \$1,600                                   |
| Travel costs and bonus incentive .....   | \$500                                     |
| Total .....  | <b>\$2,100</b>                            |

**Strategy #5:** Participate in a cross-regional advocacy campaign.

Expand public awareness around early childhood development issues in the community by participating in the statewide cross-region public advocacy campaign that will support a united public advocacy agenda among all the regions and expand public awareness of early childhood development, health and education in Arizona. By partnering with other Regional Partnership Councils and the First Things First Board, the Council will be better able to mobilize the public and create the political support necessary to make early childhood development and health one of Arizona's top priorities. The Regional Council acknowledges that the development of this strategy in full is not complete and is committed to working with the Regional Councils and First Things First Board to further define the advocacy and mobilization effort. This would allow for a three month planning period to develop a cross-regional agenda and plan that will include public awareness, outreach and lobbying in support of early childhood development, health and education. The Regional Council believes that this strategy is critical to the success of the First Things First mission in order to sustain services and supports for children and families over time.

The Regional Council identified a need for community awareness on the importance of early childhood development, education and health. Although news outlets are available within the region, there is a lack of information on early childhood issues that inform and support families of young children. The Regional Council will also work in partnership with the Yuma Regional Partnership Council to reach communities of both regional areas to increase these efforts.

**Lead Goal: (#15)** Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

**Key Measures:**

- Percentage of Arizonans who report that early childhood development and health issues are important
- Percentage of Arizonans who identify themselves as strong supporters of early childhood and health matters

**Target Population (Description of the population to reach):**

The target population is the entire region and State. The service numbers will be set after the strategy is developed in full in partnership with the Regional Councils and First Things First Board.

| Proposed Service Numbers | SFY2010                         | SFY2011                         | SFY2012                         |
|--------------------------|---------------------------------|---------------------------------|---------------------------------|
|                          | July 1, 2009 -<br>June 30, 2010 | July 1, 2010 –<br>June 30, 2011 | July 1, 2011 -<br>June 30, 2012 |
|                          | TBD                             | TBD                             | TBD                             |

**Performance Measures 2009-2011**

- Number of positive media coverage on early childhood/ Strategic Target
- Number of lobbying activities/ Strategic Target

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Percent of people who know what First Things First is/ Strategic Target</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>How is this strategy building on the service network that currently exists:<br/>The Regional Council will work with news outlets available within the region to ensure ongoing access to information on early childhood issues that inform and support families of young children.<br/>The Regional Council will work in partnership with the Yuma Regional Partnership Council to reach communities of both regional areas to increase these efforts.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>What are the opportunities for collaboration and alignment:<br/>Regional Councils throughout the State will collaborate and contribute to the public awareness and advocacy plan.</li> </ul>  |   |
| <b>SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this strategy)</b>  |   |
| Population-based Allocation for proposed strategy  | \$0<br><br>Discretionary funding: \$581 |
| <b>Budget Justification:</b><br><br>Each Regional Partnership Council has been asked to dedicate 3% of their allocations in support of this united public advocacy agenda ..... <b>\$581</b>   |   |

**Strategy #6:** Provide outreach, enrollment, and child development information to parents of young children in the region by partnering with an established and well-attended event in the community.

The Regional Partnership Council has identified a strategy to reach out to the parents of young children in the region by participating in an informational and education exposition. The Cocopah Community Expo brings the community together to learn about the resources available to the community members. The Region Council will bring additional resources including the following:

- Child development and brain development information and education sessions;
- Onsite Health and Developmental screenings;
- Healthy eating, healthy cooking, child nutrition, breastfeeding information, etc;
- Community health and social service agencies onsite to conduct intake screenings, complete applications, and provide resource information and referrals as appropriate;
- Networking and support for parents throughout the region;
- Demonstrations and learning sessions for parents to create activities similar to “brain boxes” and other child development tools and toys to promote their child’s development;
- Cultural exhibits and presentations (i.e. Stories in Cocopah language, Prenatal practices, etc.);
- Public School Districts (Somerton Elementary and Crane) participating in Child Find activities for evaluating children and identifying those that may have disabilities or developmental delays.

**Lead Goal:** (#11) Coordinate and integrate with existing education and information systems to expand families’ access to high quality, diverse and relevant information and resources to support their child’s optimal development.

**Goal:** (#15) Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

**Goal:** (#12) Increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

**Key Measures:**

- Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health
- Total number and percentage of public and private partners who report that FTF planning process and activities use family centered practices (i.e. connects families with community resources)

|   |   |   |   |
|---|---|---|---|
| <b>Target Population (Description of the population to reach):</b>  |   |   |   |
| The target population for this strategy is all families in the Cocopah Regional Area with children under the age of 6. The Population Estimate Program (PEP) estimates there are 60 children (ages 0-5) in the region.  |   |   |   |
| <b>Proposed Service Numbers</b>   | <b>SFY2010</b><br><br>July 1, 2009 -<br>June 30, 2010 | <b>SFY2011</b><br><br>July 1, 2010 –<br><br>June 30, 2011 | <b>SFY2012</b><br><br>July 1, 2011 -<br><br>June 30, 2012 |
|   | 150   | 150   | 150   |
| <b>Performance Measures 2009-2011</b>   |   |   |   |
| <ul style="list-style-type: none"><li>• Percentage of families that reported increased knowledge related to parenting/ Strategic Target</li><li>• Number of families attending/ Total number of families with children 0-5</li><li>• Number of children screened/ Proposed service number</li></ul> |   |   |   |
| <ul style="list-style-type: none"><li>• How is this strategy building on the service network that currently exists:<br/>Currently the Cocopah Indian Tribe offers a community exposition on a biennial basis. This strategy has potential for private and public funding support.</li></ul>         |   |   |   |
| <ul style="list-style-type: none"><li>• What are the opportunities for collaboration and alignment:<br/>This strategy encourages a partnership with the Tribe, departments, community resources and businesses.</li></ul>   |   |   |   |
| <b>SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this strategy)</b>   |   |   |   |
| Population-based Allocation for proposed strategy   |   | \$0   |   |
| <b>Budget Justification:</b>  |   |   |   |
| Event planning – Partnership with Cocopah Housing and Development   |   |   |   |
| Supplies and Materials provided through donation, Cocopah Housing and Development, and Regional budget  |   |   |   |
| Outreach and Advertising- Provided through partnership with Cocopah Housing and Development   |   |   |   |
| (Fee charged to exhibitors (who are not from non-profit) will be added as beginning balance for the following year.)  |   |   |   |
| This is an “unfunded” strategy where the Regional Council has taken the planning responsibilities partnering with the Cocopah Housing and Development   |   |   |   |



Total ..... \$0

**Strategy #7:** Increase public awareness of early childhood issues and importance by printing information about early childhood development and making it available in various community news outlets.

This strategy seeks to increase community awareness by printing information about early childhood development, services available for parents, day care/ head start enrollment, developmental screenings, literacy activities, latest brain development research, and other information for families with young children.

The region currently has various news outlets from the community and is also a part of the media network with the surround areas, such as the Yuma Sun newspaper. The existing community news outlets include the housing newsletter, *The Council Voice*, Head Start parent newsletter, flyers on community boards, and brochures. The Regional Council will implement this strategy by creating a committee to gather early childhood development and health related information, and work with the local news outlets to print articles of information in their newsletters and on their community bulletin boards. The intent of the committee will also be to work in partnership with the Yuma Regional Partnership Council when submitting press releases that will reach the communities of both regional areas.

Seek “in kind” contributions from the Tribe, departments, and surrounding agencies’ employees to participate on the committee and commit time to performing research for the topics and news articles.

**Lead Goal:** (#15) Expand public awareness of, and financial and political support for, early childhood development and health efforts in Arizona.

**Goal:** (#11) Coordinate and integrate with existing education and information systems to expand families’ access to high quality, diverse and relevant information and resources to support their child’s optimal development.

|  |   |   |   |
|--|---|---|---|
| <b>Key Measures:</b> <ul style="list-style-type: none"> <li>Percentage of Arizonans who report that early childhood development and health issues are important</li> <li>Total number and percentage of public and private partners who report that FTF planning processes and activities use family centered practices (i.e. connects families with community resources)</li> </ul> |   |   |   |
| <b>Target Population (Description of the population to reach):</b><br><br>The target population is the entire community. The target is at least one news release per month = 12.   |   |   |   |
| <b>Proposed Service Numbers</b>  | <b>SFY2010</b><br><br>July 1, 2009 -<br>June 30, 2010 | <b>SFY2011</b><br><br>July 1, 2010 –<br>June 30, 2011 | <b>SFY2012</b><br><br>July 1, 2011 -<br>June 30, 2012 |
|  | 12  | 24  | 36  |
| <b>Performance Measures 2009-2011</b> <ul style="list-style-type: none"> <li>Number of positive media coverage on early childhood/ Strategic Target</li> <li>Number of articles provided to the community/ Strategic Target</li> </ul>   |   |   |   |
| <ul style="list-style-type: none"> <li>How is this strategy building on the service network that currently exists:<br/>Use news outlets that already exist (tribal newsletter, Head Start parent newsletter, community bulletin boards)</li> </ul>   |   |   |   |
| <ul style="list-style-type: none"> <li>What are the opportunities for collaboration and alignment:<br/>Use current resources and rely on donations and volunteerism. A subcommittee of Regional Council members and community members to submit information to the news outlets.</li> </ul>  |   |   |   |
| <b>SFY2010 Expenditure Plan for Proposed Strategy (How much of the total allocation will go to this strategy)</b>  |   |   |   |
| Population-based Allocation for proposed strategy  |   | \$0   |   |
| <b>Budget Justification:</b><br><br>This is an “unfunded” strategy, and the Regional Council will be taking on most of the responsibilities as well as coordinating a group of community volunteers. The Regional Council will also strive to develop public information pieces in partnership with the Yuma Regional Partnership Council.   |   |   |   |
| Total ..... \$0  |   |   |   |

IV. **Summary Financial Table for SFY 2010 (July 1, 2009-June 30, 2010)**

| <b>Revenue</b>  |          |
|---|----------|
| Population Based Allocation SFY2010                                 | \$19,391 |
| <b>Expenditure Plan for SFY2010 Allocation</b>                      |          |
| Strategy 1- Home Visitation   | \$13,791 |
| Strategy 2- Parenting Skills Training                               | \$1,500  |
| Strategy 3- Family Care Support                                     | \$4,100  |
| Strategy 4- T.E.A.C.H.  | \$0      |
| Strategy 5- Statewide Advocacy Campaign                             | \$0      |
| Strategy 6- Parenting Exposition                                    | \$0      |
| Strategy 7- Community Awareness                                     | \$0      |
| Regional Needs & Assets (if applicable)                             | \$       |
| <b>Subtotal of Expenditures</b>                                     | \$19,391 |
| <b>Fund Balance (undistributed regional allocation in SFY2010)*</b> | \$       |
| <b>Grand Total (Add Subtotal and Fund Balance)</b>                  | \$19,391 |
| *Provide justification for fund balance:                            |          |

V. **Building the Early Childhood System and Sustainability – Three Year Expenditure Plan:  
July 1, 2010 through June 30, 2012**

Cocopah Tribe Regional Partnership Council  
REGIONAL COUNCIL 2010 Allocation: \$19,391

| Revenue   | FY 2010  | FY 2011<br>(estimated) | FY 2012<br>(estimated) | Total |
|---|----------|------------------------|------------------------|-------|
| <b>Population Based Allocation</b>  | \$19,391 | \$19,391               | \$19,391               | \$    |
| <b>Fund Balance (carry forward from previous SFY)</b>   | N/A      | \$0                    | \$0                    |       |
|   |          |                        |                        |       |
| Expenditure Plan  | FY 2010  | FY 2011                | FY 2012                | Total |
| Strategy 1- Home Visitation   | \$13,791 | \$                     | \$                     | \$    |
| Strategy 2- Parenting Skills Training   | \$1,500  | \$                     | \$                     | \$    |
| Strategy 3- Family Care Support   | \$4,100  | \$                     | \$                     | \$    |
| Strategy 4- T.E.A.C.H.  | \$0      | \$                     | \$                     | \$    |
| Strategy 5- Statewide Advocacy Campaign   | \$0      | \$                     | \$                     | \$    |
| Strategy 6- Parenting Exposition  | \$0      | \$                     | \$                     | \$    |
| Strategy 7- Community Awareness   | \$0      | \$                     | \$                     | \$    |
| Regional Needs & Assets   | \$       | \$                     | \$                     | \$    |
| <b>Subtotal Expenditures</b>  | \$19,391 | \$                     | \$                     | \$    |
| <b>Fund Balance*</b> (undistributed regional allocation)  | \$       | \$                     | \$                     |       |
| <b>Grand Total</b>  | \$19,391 | \$                     | \$                     |       |
| <p><b>*Budget Justification:</b></p> <p>The Regional Partnership Council will be asking for discretionary funding to fund their 2010 Regional Needs &amp; Assets. The Regional Partnership Council is expecting a more comprehensive Needs &amp; Assets Assessment, especially in the areas of health and community awareness, and Regional Council members have continued to work and connect with the Tribal Liaison and other appropriate persons of the community to gather additional information.</p> <p>Due to the small regional allocation amount, and the uncertainty of the use of discretionary funds, the Regional Partnership Council will estimate an expenditure plan for Fiscal Years 2011 and 2012 after the First Things First State Board has made a decision regarding discretionary funding and after receiving feedback from the implemented strategies during Fiscal Year 2010.</p> |          |                        |                        |       |

## VI. Discretionary and Public/Private Funds

77% of the infants and young children living within the Cocopah Tribe Regional Partnership Council regional area are living in extreme poverty conditions (at 100% or lower of the Federal Poverty Level), which is the highest percentage out of all the First Things First regions. The allocation for the regional area is the lowest out of all the First Things First regions. The Cocopah Tribe Regional Partnership Council is dedicated to having developed strategies that touch the many influences on children's lives, with parenting classes, education for family care providers, and quality improvement for the centers serving the three to five year olds. The Regional Council has several prioritized needs that the Regional Council is yet unable to address with the 2010 population based allocation of \$19,391.

With additional funding, the Regional Council would be able to make a greater impact for the children and families in the region. The Regional Council is aware that the financial plan has included minimal to no funding for the promotion and outreach needed to reach and involve families in the strategies, and the Regional Council is requesting to apply discretionary funding to the strategy budgets to allow for the addition of outreach and awareness activities and the capacity to serve more families.

The Cocopah Tribe Regional Partnership Council is seeking \$2,100 in discretionary funding that would provide for one additional T.E.A.C.H. scholarship. The regional area was allocated one *Quality First!* slot for a center. The additional T.E.A.C.H. scholarship would be made available for an early childhood educator that is not part of the staff of the center that receives support through *Quality First!*

The Cocopah Tribe Regional Partnership Council is seeking an additional \$581 in discretionary funding that would allow for the Regional Council to contribute to and participate in the Statewide Cross-Region Communications and Advocacy Campaign.

The Regional Partnership Council is asking for discretionary funding to fund their 2010 Regional Needs & Assets. The Regional Partnership Council is expecting a more comprehensive Needs & Assets Assessment, especially in the areas of health and community awareness, and Regional Council members have continued to work and connect with the Tribal Liaison and other appropriate persons of the community to gather additional information.